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Service Paper

A FOLLOW-UP STUDY OF THE SECRETARIAL GRADUATES (1937-1946, Inclusive) OF THE SCITUATE, MASSACHUSETTS, HIGH SCHOOL

Submitted by

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CHAPTER I

STATEMENT OF THE PROBLEM

The purpose of this study was to appraise the value of secretarial education in the public high school of Scituate, Massachusetts, and to make suggestions for its improvement.

In order to accomplish this objective, it was necessary to do the following:

1. Find out how many graduates use their secretarial training received at Scituate High School.

2. Ascertain the difficulties encountered by the graduates of the secretarial course in order to improve the course of study.

3. Obtain up-to-the-minute information from experienced workers (graduates now employed) concerning the demands and requirements of business in order to improve the course of study.

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The purpose of this study was to appraise the value of secretarial education in the high school of Scituate, Massachusetts, and to make suggestions for its improvement.

Public secondary business education is willing today to submit its product to a practical test in order to make improvements, and one means of testing the effectiveness of business education is by conducting a follow-up study. Surveys of this type test the actual results of business education as they affect the lives of the graduates. The value of what is taught in the high school can only be determined by how well

students can use in worthwhile life situations, the knowledges, the skills, and ideals that are learned in the classroom.

According to Haynes and Graham:[1]

> Business education is formulating its own philosophy and regulating its practices, not by opinion and tradition, but on the basis furnished by research.....The mere compilation and publishing of research findings is a procedure which must be vitalized by applying the findings to actual school situations.

A follow-up study of all graduates should be made in order to determine the degree of their success and whether their training has been adequate for business requirements. This is a difficult task for 1. some have moved, 2. some will not reply to the inquiries sent out from the school. In spite of all the difficulties involved, an attempt should be made to follow up all the students who leave school whether drop-outs or graduates. This is usually done through the guidance program. According to Traxler:[2]

> Young people who leave school either by graduation or by dropping out are followed up for one or more of three main purposes. First, there is the natural desire to help the individual with problems of vocational, educational, and social adjustment after he goes from the school and while he is getting himself established elsewhere. As a rule, more attention is given to vocational adjustment than to the other types, although infrequently adjustment to a vocation depends in part upon the successful resolution of personal factors in the individual's make-up.

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[1]Haynes, Benjamin and Graham, Jessie. Research in Business Education. Los Angeles, California, C. C. Crawford, c1932. 133 p.

[2]Traxler, Arthur E. Techniques of Guidance. New York, Harper Brothers, c1945. p. 318-319.

A second purpose of follow-up studies is to gather data for use in evaluating the instructional and guidance programs of the local school. This is an extrememly important purpose. The chief criterion of the value of a guidance program is its influence on the post-school lives of the individuals who have received the counseling services. The administration of a school can have no clear idea of the worth of its guidance program, or the mistakes that are being made, or the phases which should be stressed more, or those which should be changed, unless data are available concerning outcomes, that is, concerning what is happening to the product of the school.

A third purpose of follow-up studies of school leavers is to gather information of general interest concerning those who have left. Such studies are intended to help all social agencies, including schools, deal with the problems of youth more intelligently.....

The great need at present is for the careful planning of continuous follow-up studies to be carried on by local school systems and to serve the first and second purposes mentioned. It is not surprising that during the war period very little in the way of systematic follow-up of school leavers has been done. The war created an abnormal employment situation in which nearly all the boys recently out of school went into one occupation--the armed services of their country--and the entire working population of both sexes was characterized by great mobility, a fact which greatly complicated attempts to follow up individuals. With the gradual transition to peace-time employment conditions, however, follow-up studies are again assuming a potentially important place in all guidance programs.

Forrester[1] says concerning the importance of the follow-up study:

So important are the continuing contacts between the school staff and the young people on their first jobs that strong recommendation is made for extending the practice of giving business teachers

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[1]Forrester, Gertrude. Methods of Vocational Guidance. New York, Harper Brothers, c1945. p. 318-319.

> the time and opportunity for following up their pupils. The information gained through the type of annual inquiry of school graduates and drop-outs .....suggests new topics to be incorporated in the course of study, activities that may be discontinued, new ideas to be developed, and new services to be rendered. Many of the studies are designed for the purpose of assembling occupational information, revising curricula, and formulating policies.

Teachers should be allowed adequate time to follow up and survey the work of their students in an effort to improve the program of business education. If teachers know what their students are expected to do in the business world, they can do much to ease the tension and orientation difficulties which beginners now show during the first few weeks on the job, and the gap between high school and the office can be more nearly closed.

The efficiency of a high school curriculum is measured by the kinds of lives that the graduates lead after school rather than by the marks secured from tests based on textbook content. It is the product as well as the process which should be considered in estimating the worth of any educational program. In the reconstruction of courses, organization, and procedure, the value which young people give to their high school education should be given careful attention.

One objective of this survey was to ascertain how many graduates use their secretarial training received at Scituate High School.

As a teacher of secretarial education, it is of interest to know whether the graduates of the secretarial course of Scituate High School were using the training received in high school. It was also of interest to know whether better

guidance methods could have been used, thus turning away students from the secretarial course who did not have the aptitude nor interest for this type of training. More effective teaching can be done when students have a sincere desire to train themselves for vocational positions and are not taking the course to get another credit or because they don't know what else to take.

The guidance program is discussed in A Cooperative Study of the Non-Commercial Pupils Enrolled in Commercial Subjects in the Public High Schools of Massachusetts[1] as follows:

> In actual practice, however, the program of educational guidance is too often not sufficiently developed to insure the proper adjustment of a large proportion of pupils to the courses which they should pursue in the secondary school.
>
> Most secondary schools admit pupils to the business curriculum by simply allowing them to elect commercial courses. A large proportion of these pupils elect business education because traditionally it has prepared for pay-roll jobs. They have but one objective and that is to take some kind of training in school and then secure a job.
>
> Furthermore, in too many schools the commercial departments have been made the "dumping ground" for pupils unable to carry courses in the college preparatory or other curriculums, or for those pupils who do not intend to prepare for college.
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> .....
>
> For the proper guidance of pupils taking the commercial courses for vocational preparation, the commercial teacher must have very definite and

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[1]National Honorary Graduate Fraternity in Business Education. Delta Pi Epsilon, Research Committee of Epsilon Chapter, Boston University. A Cooperative Study of the Non-Commercial Pupil Enrolled in Commercial Subjects in the Public High Schools of Massachusetts. Mimeographed Bulletin, (no date given). 12 p.

> accurate knowledge of business conditions in the community to be served. Especially where such teachers serve as guidance counselors, they should have up-to-date information based on periodic surveys of job requirements, promotional opportunities, and financial returns of business positions in their communities.

If a study of the local community requirements is made, it will undoubtedly uncover and bring to light many needs that may be incorporated in the local school program. This would probably make it necessary to set up a long-range plan which would allow for certain changes in the courses of study. It might also be necessary to acquire additional facilities if the opportunities in the local employment area are to be adequately served in the business educational program. Certainly a vocational educational program should not be conducted for any extended period of time if it does not prepare pupils for the employment opportunities in the local employment area. It should be practical and applicable to the needs of actual business as it is carried out.

Because of the war, some changes in the business curriculum were necessary, and now that the war is over, changes will be again needed if the curriculum is to meet the needs of the community. All changes should be based on a definite knowledge of local needs, and this knowledge can be obtained from some type of local survey.

Another objective of this survey was to ascertain the difficulties encountered by the graduates of the secretarial course so as to improve the course of study.

The follow-up study provides an appraisal of results of teaching. The courses of study can function more satisfactorily when the experience of former students in employment is observed and analyzed. If the difficulties which are encountered by the graduates of the secretarial course are ascertained, then, not only the high school curriculum, but the individual courses can be improved. This will help graduates overcome as far as possible these difficulties and, as a result, become more quickly adapted to their initial position.

Forrester[1] mentions four methods by which the business department may determine adjustment needs of graduates and school-leavers:

1. reports of students and employers
2. calls at places of employment
3. planned group meetings
4. individual conferences

Another method for determining the adaptability of high school business course graduates in their first positions is by having reports sent in to the school by the former students or by the employer. We find in A Cooperative Study of the Non-Commercial Pupil Enrolled in Commercial Subjects in the Public

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[1]Forrester, Gertrude. Methods of Vocational Guidance. New York, Harper Brothers, c1945. 318 p.

High Schools of Massachusetts[1] the following in regard to this procedure:

> .....No more effective or reliable means of improving the curricular offerings of the commercial department and its guidance program can be found than the use of a community survey, particularly if it is carried out in connection with actual visits to business houses by the commercial teacher or department head. In addition to greatly enriched classroom instruction on the part of teachers participating in the survey, the data secured can be of invaluable help in planning new educational programs or in modifying existing courses to meet current needs, bettering the guidance program, and building a more effective plan of placement and follow-up.

In the revision of established courses or in determining the proper content of new courses, follow-up studies of high school graduates can be of inestimable value. Many schools have found it desirable to maintain a follow-up program which provides an opportunity to work with pupils after they become actively engaged in a business occupation.

The third and last objective of this survey was to obtain up-to-the-minute information from experienced workers concerning the demands and requirements of business in order to improve the course of study.

An excellent source on up-to-the-minute information concerning the demands and requirements of business would be the high school graduates who have been working just long enough

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[1]National Honorary Graduate Fraternity in Business Education. Delta Pi Epsilon, Research Committee of Epsilon Chapter, Boston University. A Cooperative Study of the Non-Commercial Pupil Enrolled in Commercial Subjects in the Public High Schools of Massachusetts. Mimeographed Bulletin, (no date given). 14 p.

to know the requirements of business. They are in a unique position to state what might have been added to their high school course of study to prepare them to fulfill the requirements of secretarial office work.

A follow-up study is a splendid method to reveal current occupational information about the number and kinds of positions available. It also provides information about the many phases of work experiences of former students. With this information, the school can give its students the facts concerning occupations in the community. This usually results in good will between the school and the business men.

Upon graduation from high school, one of the biggest problems confronting the graduate is to secure a place for himself in the business world and to adjust into a new environment. This can be made easier by having the training and skill necessary to meet the requirements of business. Recently, because of the economic situation, high school students have found employment in business before graduation and business standards have been lowered. The demand has been greater than the number available to be absorbed by business. However, this condition will not last and the standards of business must be raised and maintained in carrying out the business education program. Every effort should be made to adjust the present high school curriculum to meet the needs of the community and to meet the needs of business in general.

Successful business education must be built upon the principle that you must know your market. Business teachers should be concerned about the market that absorbs either the high school graduate or the drop out. Curriculum practices should be set up in terms of those who take jobs when they leave high school as well as in terms of the small percentage of students who go on to college. According to Forkner:[1]

> The alert teacher who makes full use of his advanced students in as many phases of studying the market as possible is not only contributing to the fund of information any good business education department should have, but he is also building the confidence of his students.

Certainly former students who are employed by firms in the community are a valuable source of information for the business teacher attempting to serve the needs of that community.

Analysis of the Program

In this follow-up study, an endeavor will be made to answer such questions as the following in order to determine the strength and weaknesses of the present secretarial curriculum:

1. How many students graduating from the secretarial department use their training after leaving school.
2. How many students go on to business college or study commercial work in some other school.

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[1] Forkner, Hamden L. "You Must Know Your Market." American Business Education. 26 p., October 1945.

3. What type of position is usually held by a graduate of the secretarial department.

4. What difficulties were encountered which might have been covered more thoroughly in the school's training program.

5. What commercial subjects are of most value to the graduate.

6. How many graduates of the secretarial department do any bookkeeping.

7. What office machines are used by the graduates in order to find out if an office practice course is desirable for Scituate High School.

8. What are the most frequently performed duties of the graduate of the secretarial department.

9. What changes in the choice of high school subjects would the students make if they had the opportunity to take such school work again.

10. What other commercial or allied subjects would have helped the graduates in their careers if they had taken them in high school.

11. What is the usual beginning salary of the graduate of the secretarial department.

12. What is the present salary of the graduate of the secretarial department.

13. How many graduates obtain positions in Scituate.

14. In what other towns besides Scituate do graduates obtain employment.

A View of Places of Employment

Since the size and location of a city is important in a follow-up study, it is appropriate to give a brief description of the town of Scituate, Massachusetts.

Scituate is a sea-coast town on the South Shore, located in Plymouth County, 25 miles south of Boston, Massachusetts. It has an approximate population of 5,000, the population

having increased greatly in recent years. It is largely a suburban town with a large percentage of its workers commuting to Boston daily.

The gathering of moss and lobstering are the two main industries of the town. These activities, however, do not absorb any appreciable number of graduates from the secretarial course. Also much truck farming is done which, again, does not employ many graduates of the secretarial department. Therefore, practically all of the offices employing secretarial graduates have to do with the service industries such as banking, cooperative bank, stores, (hardware, electrical, etc.,) theater, town offices, real estate, insurance, garages, etc. It would therefore seem that most of the secretarial graduates seek employment outside of Scituate.

As Boston is only 25 miles away, many people commute each day either by train or by automobile. Other cities are within commuting distance, such as Brockton, 20 miles, and Quincy, 16 miles.

Curriculum

Scituate High School (a six-year high school) has a varied program of studies for such a small school. It offers courses in business work and household and practical arts as well as in the academic field. There are seventeen full-time teachers not including the part-time music supervisors. The program of study consists of the college preparatory, scientific preparatory, secretarial, "commercial," and the

practical arts curricula. Pupils who cannot meet the requirements of any of these courses are graduated from the general course. A study of the graduates during the last ten years shows that more students are graduated from the college preparatory and the general course than from any other one course. A good percentage of the students go on to college or to some institution of higher education.

A few years ago, the "commercial" course was divided into the secretarial and "commercial" courses. Before this, there was only one teacher in the commercial department with a teacher from another department teaching mathematics, economics, and economic geography. At the time of the division of the courses, another full-time teacher was added to the department taking over all the business subjects including bookkeeping except shorthand and typewriting.

The two courses, (secretarial and "commercial") parallel each other for the first two years, mathematics being the only business subject offered the first year. The second year, typewriting and general business were offered. Beginning with the third year, the secretarial students take stenography (Gregg shorthand) while the commercial students take salesmanship and commercial law. They both take beginning bookkeeping, second-year typewriting, and problems of American democracy and vocations besides English and the electives. The fourth year, the secretarial students continue with stenography (a combination of shorthand and transcription, filing,

and office practice, meeting two periods a day) while the "commercial" students have a second year of bookkeeping. Besides this, English, United States History and Civics, economics, and economic geography are required. The secretarial students may elect second-year bookkeeping if they wish. According to the course of study:[1]

> The Commercial and the Secretarial courses offer special training in commercial subjects and are designed for those pupils intending to become bookkeepers, accountants, secretaries, stenographers, and office clerks. Pupils wishing to become stenographers or secretaries should elect the Secretarial course while those desiring a training for general business positions are advised to take the more general Commercial course (without stenography).
>
> Only those pupils achieving a mark of "C" in junior stenography and typewriting will be permitted to take the senior courses in those subjects, as results in the advanced classes would probably be unsatisfactory without a good grounding in the fundamentals.

The other vocational course offered is the practical arts course offering household arts for the girls and practical arts (woodworking) for the boys. These courses were also offered to the students in the secretarial and commercial courses during the first two years.

Delimitation

It would be impossible to survey all the knowledges and skills learned or developed in the classroom. Many cannot be measured objectively. This study was limited to former

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[1] Scituate High School Course of Study, 1946.

students taking the commercial or secretarial course.

Many students in Scituate High School take business subjects for their personal use, such as typewriting. All college students are encouraged to take typewriting as long as there is room for them in the regular class periods. A class in personal-use typewriting is not offered. Others have taken one year of stenography and then carried on this study in some other school. Still others take typewriting and two years of bookkeeping without any stenography. It seemed best to delimit this study to students taking two years of stenography inasmuch as the writer is concerned with the guidance and direction of the secretarial curriculum in this high school.

Therefore, questionnaires were sent only to those former students who were graduates of the secretarial course or had had two years of stenography. Drop-outs were not considered in this follow-up study although undoubtedly much benefit could be derived from making a survey of them. Another interesting study would be to ascertain the number of students taking business work either in college or business college even though they did not graduate from the secretarial department.

The Cooperative Training Program at Scituate High School

In discussing the business curriculum at Scituate High School, it is necessary to discuss briefly the cooperative training program.

In the spring of 1938, a cooperative training program was instituted at Scituate High School, the secretarial students being placed in the offices of the town for a two-week period near the end of the school year.

This program was started with the purpose that it would help to "bridge the gap" between the work done in school and the work of the office, for students who have mastered the fundamental skills of their business training lack business experience and the self-confidence that is necessary for the beginning employee. According to William L. Haines in "Co-operative Secretarial Training":[1]

> How to integrate the job experience with the work of the classroom is not the least vexing of the many problems growing out of cooperative business education.....
>
> Business education should constantly strive to synchronize its curriculum, methods, and procedures with the ever-changing needs of the employer. There exists no better way to accomplish this than through the cooperative job experience. The findings and observations of the participating employer should be studied with an eagle eye. The curriculum should be sensitively responsive to incoming employers reports.

As there are so few business offices in Scituate itself, it was rather difficult to place the students, but, by using the local theater office and the school office, the better students were placed. Each student worked for two weeks a full office day being excused from all school classes during

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[1]Haines, William L. "Co-operative Secretarial Training." Business Education World 888 p., June, 1944.

this period. At the end of the time, a questionnaire was sent to each business man cooperating asking him to fill in the blank concerning the student employed by him and also to give any comments about the student's work.

The following table gives an example of one of the rating sheets which was sent out to be filled in by the employer concerning the student:

FORM A

EMPLOYER

RATING SHEET

	Excellent	Good	Fair	Unsatisfactory
ABILITY				
ACCURACY				
INITIATIVE				
COOPERATION				
COURTESY				
PERSONAL APPEARANCE				

In other years this table was incorporated into a letter similar to the following: See Form B

Figures are available for the years 1939, 1940, 1941, and 1943. There are no figures available for the year 1942 although the cooperative program was carried on that year. Students were rated excellent or good in practically all cases. In the letters received with the return of the rating scale, most comments were favorable on the student and his work and

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FORM B

May 14, 1943

Mr. John F. McJennett
Scituate Co-operative Bank
Front Street
Scituate, Massachusetts

Dear Mr. McJennett:

I wish to thank you for your kindness in allowing Helen Stark to be in your office the last three weeks and hope that she has been able to help with your office work.

Will you kindly fill in and return the following blank. This information will not only give us your impression of Helen's ability but will also help us in our instruction of future classes.

	Excellent	Good	Fair	Unsatisfactory
ABILITY				
ACCURACY				
COOPERATION				
DEPENDABILITY				
INITIATIVE				
APPEARANCE				

Any comments that you may wish to make concerning Helen's work will be appreciated.

Very sincerely yours,

Ruth E. Hawkes
Commercial Teacher

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very few offered any constructive suggestions. However, it was suggested by one businessman that more time be spent on spelling, and in one instance only, a businessman was very critical of the student's ability to follow orders, the student's filing ability, and the student's work in general.

This cooperative training program at Scituate High School proved very successful and many students obtained permanent positions out of this cooperative part-time work experience. However, during the war years, it was found that a great many students had part-time positions throughout the entire school year or in the summer, and it seemed wise to discontinue the program, and it has not, as yet, been re-established.

Follow-up studies of graduates give one of the practical means for solving the problems of business education, and there has been a noticeable increase during the past two or three years in the number of follow-up studies of high school graduates. Because it is possible through a survey of this kind to assist the present student and to obtain significant information on which to base an evaluation of the secretarial department of Scituate High School, this study was conducted.

CHAPTER II

A REVIEW OF THE MORE RECENT FOLLOW-UP STUDIES IN THE FIELD

During the past two or three years, there has been a noticeable increase in the number of reports of follow-up studies of high school graduates. Most of the studies deal with the high school seniors who have gone on to college and with the vocational adjustments of those who have left school for business.

There are four different types of follow-up work which counselors and teachers carry on. Guidance counselors follow up interviews with individual pupils to note the effect of advice or to gather additional information, or to assist the pupil with his problems of adjustment. These are usually noted on the individual cumulative record cards. Another type of follow-up study would be in connection with individual pupils who have served as basis of case studies or who have received intensive remedial help in certain fields. Still another kind would be where schools have evolved a systematic procedure for following up pupils from one unit of the school to the next higher one, such as from the sixth grade to the junior high school. The fourth aspect of follow-up work, which is dealt with here, has to do with the follow-up of graduates.

According to Traxler:[1]

> One may well question whether a school has discharged its full guidance responsibility if it gives a pupil careful attention while he is in school, but abruptly terminates its interest in him when he is graduated. Rather, it would seem that the school should help him get adjusted to his post-school environment and that the guidance activities should be "tapered off" gradually.

A continuous follow-up plan is excellent, usually the survey being for a five-year period conducted one, three, and five years after the class has been graduated.

A study to discover the effectiveness of secondary schools in promoting the occupational adjustment of former pupils and to receive suggestions for improving this service was made by the National Educational Association.[2] This study showed the kinds of work engaged in by recent graduates, their difficulties, and their hopes for future employment. It is expected that this occupational adjustment study will serve as a model for other follow-up studies through the country. The technique used for gathering data was the interview using a detailed schedule with graduates and school-leavers and a separate schedule for employers. "Occupational Adjustment and the School," the report of the first year's work was published as the November, 1940 issue of the bulletin of the National Association of Secondary-School Principals, and in the

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[1]Traxler, Arthur E. Techniques of Guidance. New York, Harper Brothers, c1945. 318p.

[2]Forrester, Gertrude. Methods of Vocational Guidance. New York, Harper Brothers, c1945. 381p.

November, 1941 issue of the same bulletin was published the second report dealing with the experimental introduction of occupational follow-up procedures in forty American schools. This second report deals with outcomes of occupational follow-up studies, instruments and procedures employed, and proposed plans and forms. A manual is also published in order to give suggestions to those schools which are interested in modifying their school programs to aid youth to become better adjusted occupationally, and the manual contains a detailed outline of the Occupational Follow-Up and Adjustment Service Plan with suggestions for carrying out a follow-up program.

The Fullerton Junior College in Fullerton, California,[1] conducts a five-year student follow-up campaign, as they felt the need for accurate information about their former students. The follow-up report is sent to everyone who has taken two or more subjects in business education and also those who have left school for any reason, for they were interested in finding out how many students with limited business training could obtain and hold positions. The period of the follow-up is for five years. The concern of the school was not just to obtain statistics but to secure information that would be helpful to them and to the student for future placement assistance when desired or needed. The school also wished to obtain the latest information from experienced workers on the demands and requirements of business and also to find out the difficulties which

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[1]Crooks, Margaret. "Our Five-Year Student Follow-up Plan." The Business Education World. May 1940, June, 1940.

their students experienced in starting work which could have been covered more thoroughly in the school program. The form used was similar in form to the one used in this follow-up study. A card file was set up with a color scheme to indicate the year of follow-up and put the plan on an alphabetical basis. A different letter is written to each group each year and a self-addressed, stamped envelope is enclosed. A good response is usually received, this being attributed to the orientation that students are given while in school. The present students are used in helping with the clerical duties, such as making up the current year's mailing list and address cards, mimeographing, questionnaire blanks and letters, addressing and stuffing envelopes.

The help and information from the report are given as follows:

1. It maintains a contact with former students and brings about additional placements.
2. It enables them to assist firms in obtaining experienced people for responsible jobs.
3. It enables them to assist former students who may become unemployed.
4. It helps them, as a department and as a school, to determine the success of their training program.
5. It keeps the school in close touch with current salaries for different kinds of work.
6. It keeps the department in touch with difficulties young workers encounter in starting on a job.
7. It is an excellent source of information for counseling.

8. Another source of counseling data is the suggestions of course changes that would be made if the student had an opportunity to take school work over again.

9. Valuable statistical information is obtained.

10. Finally, the follow-up report is a source of information to teachers in the department who wish material for talks with students in high schools from which students are drawn.

The school feels that the most satisfying result of all is the contact with former students that a follow-up maintains.

A survey of the 1940 graduates of the Seattle Public Schools, Seattle, Washington, was made and report mimeographed under the title, "After Graduation What?"[1] This survey is part of the program carried on by the Seattle School Department every year when a survey of the graduates is made. The survey was conducted ten months after graduation by the Research Service Department. This particular survey reflected conditions different from other years because of the conditions brought on by the war and the national emergency. It was found that out of every hundred graduates of 1940, all except four were gainfully employed and only two of the four were looking for work. About 75 per cent of the graduates replied to the questionnaire sent out. This questionnaire focused attention upon the high school subjects with direct vocational training possibilities and their relation to post-graduation experience.

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[1]Seattle Public Schools. "After Graduation What?" A Survey of the 1940 Graduates of the Seattle Public Schools. Mimeographed Bulletin. Seattle, Washington, 1940.

The results of the survey showed that the required subjects in shop and drawing had lead pupils to good mechanical jobs connected with defense industries and that these jobs were paying more than the so-called white-collar jobs for which many graduates in the past years had fitted themselves.

About 38 per cent of the full-time jobs reported were clerical in nature, the main jobs being cashier, checker or stock clerk, doctor's or dentist's assistant, general office worker, messenger or office boy, office machine operator, stenographer, and switchboard operator.

The department stores employed more than four times as many of the 1940 graduates in clerical work as in sales work. About 17 per cent of the full-time jobs reported by the 1940 graduates were classified as service work. Also about 24.4 per cent were classified as helpers or apprentices. This included all workers in aircraft industries which was more than 52 per cent of the workers.

About 80 per cent of the full-time jobs reported by students having three or more high school credits in stenography were clerical in nature indicating considerable use of the high school training in this field.

More than 46 per cent of the full-time jobs reported by students with three or more high school credits in bookkeeping were clerical in nature and more than 66 per cent with three or more high school credits in typewriting were clerical in

nature, again indicating considerable use of the high school training in this field.

Training in the retail selling field seemed to help obtain part-time jobs for graduates attending college. About 41 per cent of the 1940 graduates were engaged in some type of advanced study.

In the Shelby High School,[1] Shelby, North Carolina, a survey was made of the graduates and of those pupils who drop out before graduation to ascertain whether or not they had entered the occupations and professions of their choices at the time they started high school. Another purpose of the study was to find out what subjects studied in high school were of most value to the graduates when they entered upon their business careers; also if any particular skill developed in high school was necessary or useful in the various occupations they entered.

A study,[2] based upon the graduates of the Loveland High School, Loveland, Colorado, over a seven-year period, revealed that about 55 per cent of the graduates do not attend institutions of higher learning but are absorbed in industry. Then a survey was conducted by the business education department to determine the needs of the businessmen. Results of

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[1]Shaw, Joe. "A Study of Graduates and Drop-Outs." Journal of Business Education. 21 p., December, 1942.

[2]Bates, Gertrude A. "Improvement of Business Instruction Through A Survey." Balance Sheet. December, 1946.

this survey helped in planning an actual training program for the shorthand, typewriting, and office machines students. The questionnaire was sent to the three types of ownerships--single, partnership, and corporation and 80 per cent were returned. The answers served as a reliable basis upon which to make recommendations for curriculum changes in the high school program, thereby approaching a training program that meets the needs of the businessmen.

A study[1] was conducted of personal secretaries in sixteen communities in the state of Michigan. The purpose of this study was to determine the duties and qualifications of personal secretaries to major executives in order to delimit secretarial work and to determine what to include in a secretarial training program. Two questionnaires were formulated to secure basic data about a personal secretary and submitted to major executives and their personal secretaries in seven types of offices in sixteen communities in Michigan.

J. N. Given,[2] Supervisor of Commercial Education, Los Angeles, submitted a report of the status of business education in California. The survey was made through a questionnaire sent to more than 120 principals in representative high schools in the Bay and Northern, the Central, and the Southern sections of California.

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[1]Place, Irene. "A Study of Personal Secretaries in Sixteen Communities in the State of Michigan." National Business Education Quarterly. Summer, 1946.

[2]Given, J. N. "A California Survey." Balance Sheet. October, 1939.

Many follow-up studies have been and are being conducted. These studies contribute a great deal to the improvement of the business curriculum of the school as well as to other curricula and to the guidance program. Their purpose is to provide criteria for readjusting the business curriculum and guidance programs of a school system to more nearly meet the consumer education and occupational training needs of its pupils.

CHAPTER III

PROCEDURE

The following procedures were used in conducting this follow-up study:

1. Selection of students:

It was decided to limit the study to those graduates of the last ten years (1937-1946, Inclusive) having had two years of stenography. All of this group had been trained by the same teacher in stenography and typewriting.

2. Compilation of the questionnaire:

The questionnaire form was compiled in order to obtain insofar as it was possible the up-to-the-minute information relative to the demands and requirements of business. See Form C, page 32 Also of major importance was to ascertain the difficulties that the beginner might have experienced which could have been covered more thoroughly in the school program. Information was sought relative to the following:

1. Present employment.
2. Present employer.
3. Type of position now held.
4. Nature of general duties in present position.
5. Difficulties met when first starting work which might have been covered more thoroughly in school.
6. Business subjects taken in the order of their value.

7. Amount of bookkeeping done.

8. Office machines used listing all equipment including the make of machine such as Remington typewriter, Burroughs Adding Machine, Dictaphone, Ediphone, etc. Statement concerning whether or not high school training on these machines would have helped.

9. Most frequently performed duties listed in order of frequency.

10. Length of employment in present position.

11. Other positions held since leaving school with length of employment and employer's name.

12. Additional work taken in any school since leaving Scituate High School with name of school and course studied.

13. Changes to be made in choice of high school subjects if the opportunity to take such school work again were possible.

14. Commercial or allied subjects that would have helped in career if had been taken in high school.

15. Beginning salary received.

16. Present salary.

The purpose of the study was kept in mind in compiling each question. Girls not married and not working in business at the present time were asked to fill in the questionnaire with reference to their former positions. The type of position held and the general duties performed were asked for in the questionnaire, for this information would be essential in evaluating the secretarial department and in making recommendations for changes in the course of study or in the content of the subjects. A list of difficulties which the former student might have encountered when starting work was given on

the questionnaire, and the graduate was asked to check the ones which caused him trouble. Also a space was given for the graduate to add other difficulties encountered. This information would help the department give more practical material in the course of study.

Each graduate was asked to list the business subjects taken in high school in the order of their value to him, this information to be used in determining whether any revision of the subjects in the department should be made. The question, "Do you do any bookkeeping?" was asked to determine whether one year of bookkeeping seemed sufficient or whether secretarial-department graduates should take the two years which is now open to them.

The graduates were asked to give the make of office machines which they had used. This question was considered very important for one of the purposes of the study was to see whether an office practice class was justifiable for such a small school as Scituate High School. At the present time, an office practice class is not available, and the equipment of the department is inadequate for such a course. As much as possible of the content of an office practice course is incorporated in the stenography and transcription class and the typewriting classes.

It was thought necessary to ask the length of employment in order to see whether the graduates were satisfactorily filling positions. Whether students felt the need of further

training or obtained positions immediately upon graduation from high school was answered by the question, "Have you taken or are taking additional work in any school since leaving Scituate High School? If so, please give name of school and course studied."

The question, "What changes in your choice of high school subjects would you make if you had the opportunity to take such school work again," gave the graduate an opportunity to express his opinion on whether or not he had taken the right course while in school. Also, at the suggestion of the school principal, an opportunity was given for the graduate to state whether there were any commercial or allied subjects not offered in the school which would have been helpful to him in his career if he had taken them in high school. This question was asked with the revision of the present curriculum in mind.

A stencil was cut of the questionnaire and run off on the mimeograph. See Form C

3. Writing of letter to accompany questionnaire:

The following letter was written to accompany the questionnaire: See Form D This letter was duplicated and sent to the graduates of the secretarial department of the last ten years.

4. Collecting the up-to-date addresses of the graduates:

Every possible effort was made to locate each graduate. The addresses were mostly obtained through the school secretary (a former student) and the present students. A few

FORM C

QUESTIONNAIRE

_____ 1947

_____
Last Name First Name Middle Initial

Present
Address _____ Tel. _____
Street City State

What are you doing at the present time (going to school, working, staying at home, out of work, etc.)? _____

If you are now married and not working at present in an office, please fill in this blank with reference to your former position.

If you are working, please complete the following:
By whom are you employed? _____
Employer's address: _____
Employer's business: _____
What is your position? _____
What are your general duties? _____

When you first started your work, did you meet any difficulties which might have been covered in your school training such as: (Please check.)

1. addressing envelopes
2. carbon copies
3. legal typing
4. making out bank deposit slips
5. manuscript typing
6. centering
7. tabulating
8. setting-up business letters
9. mimeographing
10. typing telegrams

Please list any other difficulties which you may have encountered.

Please list the commercial subjects which you took in order of their value to you. _____

_____

Do you do any bookkeeping? _____

What office machines have you used? Please list all including make of machine such as Remington typewriter, Burroughs Adding Machine, Dictaphone, Ediphone, etc. State somewhere whether or not high school training on these machines would have helped.

What are your most frequently performed duties? Please number in order of frequency.

__1. taking dictation and transcribing
__2. filing
__3. making appointments
__4. answering telephone
__5. reading and sorting mail
__6. making long-distance tel. calls
__7. operating an adding machine
__8. operating a calculating machine
__9. keeping a record of appointments

Other duties?

How long have you been employed in your present position? _____

Have you held any other positions since leaving school? _____

Employer _____ Position _____ Length of Employment _____

_____

Have you taken or are taking additional work in any school since leaving Scituate High School? ___ If so, please give name of school and course studied.

_____
Name of School Course taken Length of course

What changes in your choice of high school subjects would you make if you had the opportunity to take such school work again? _____

_____

Are there any other commercial or allied subjects that would have helped you in your career if you had taken them in high school? _____

_____

I shall appreciate an answer to the following if you care to give it:
What beginning salary did you receive? _____
What is your present salary? _____

I shall be glad to have you make any further comments.

Ruth E. Hawkes
Scituate High School
Scituate, Massachusetts

FORM D

March 7, 1947

Dear Former Student:

I am making a survey of the former graduates of Scituate High School who took some business work while in school, as I am interested in knowing how much the graduates are using their business training.

I should also like to obtain up-to-the minute information from experienced workers as to the demands and requirements of business and to know the difficulties that the graduates have had in starting work which might have been covered more thoroughly in school.

Will you be kind enough to take a few minutes to fill in the enclosed blank and return it to me? I should appreciate this information very much, and am enclosing a stamped, self-addressed envelope for your convenience.

Very truly yours,

Ruth E. Hawkes

Enclosures 2

could not be obtained but, as Scituate is such a small community, it was usually possible to find someone in the school who knew the address of the former student. Seventeen addresses of former students were not obtainable.

5. Mailing of questionnaire:

On March 7, 1947, the questionnaire, letter, and a self-addressed stamped envelope was sent out to each address obtained. Ninety-nine were mailed altogether. Only one was returned by the postal authorities. The students in the secretarial department helped with the clerical work.

6. Follow-up postal:

On March 20, 35 of the questionnaires had been returned. An effort was then made to obtain the others. This was done by contacting the younger brothers and sisters in school, by personal interviews with the former students still living in town, and by mailing the following postal card: See Form E

7. Compilation and classification of the data:

Altogether 53 replies or 53.54 per cent were returned. The information received from each question on the blank was compiled and tables made. Many of the students added comments, and these were incorporated in the tables. Also many letters were received with the returned questionnaires and these were carefully read and the information included in the data from the questionnaires.

8. Summary and Conclusions:

The results were carefully studied and summarized. Conclusions were then drawn from this material. Lastly, recommendations were made based on the results of the study.

FORM E

FOLLOW-UP POSTAL CARD

Scituate High School
Scituate, Massachusetts
March 31, 1947

Dear Former Student:

Sometime ago, I sent you a questionnaire to be filled out for me. As yet, I have not received your reply.

I am very anxious to compile the information asked for, and, therefore, should appreciate it greatly if you would be willing to fill out the form and return it to me as soon as convenient.

Very truly yours,

Ruth E. Hawkes

CHAPTER IV

ANALYSIS OF THE DATA

All the questionnaires returned by the former graduates of the secretarial department of Scituate High School were examined and the information carefully tabulated. It was impossible to include in the tabulation all of the material given in the comments and letters. However, information of this kind is important and should be given. This chapter gives the statistics obtained from tabulating the material on the questionnaires.

One of the reasons for conducting this follow-up study was to ascertain whether the students graduating from the secretarial department used their training after leaving school.

Table No. 1 shows that out of the 99 questionnaires sent out to the classes of 1937 to 1946, inclusive, a total of 53 were returned, giving a percentage of 53.54. The results show that 47 or 89 per cent of the graduates either have or are using their secretarial training at the present time. This would indicate that a very large percentage used the secretarial training received at Scituate High School. However, it should be pointed out that very probably a large percentage of students who did not return the questionnaire are not or have not used their secretarial training. For this reason, they did not think it necessary to make any reply. This point of view was indicated by interviews with some of the graduates.

TABLE I

NUMBER OF
QUESTIONNAIRES SENT
OUT AND NUMBER RETURNED

Class	No. Sent Out	Percentage of Total	No. Returned	Percentage Returned
1937	10	77	5	50
1938	18	82	6	33
1939	8	80	3	38
1940	15	94	5	33
1941	11	85	5	45
1942	10	83	9	90
1943	7	87	6	86
1944	8	100	5	63
1945	8	89	6	75
1946	4	100	3	75
TOTAL	99		53	53.54

Out of the 99 questionnaires sent out to the classes from 1937 to 1946 inclusive, a total of 53 were returned giving a percentage of 53.54.

2. How many students go on to business college or study commercial work in some other school.

It is necessary to ascertain whether students feel the need of further training when graduating from the secretarial department of Scituate High School. Table No. 2 shows the number attending business school and the names of other schools attended. According to the information on the questionnaires, 9 students went on to business school, 1 to a school of

TABLE 2

NUMBER GOING TO
SCHOOL AFTER GRADUATION

Number of graduates going to business school	9 or 17%
American Institute of Banking	1
Higgins Business Machine School	1
Boston University	
College of Business Administration	1
Practical Arts and Letters	1
University Extension Course	
Mechanical Drawing	1
Aviation Mechanics and Naval Training School	1
Staley College	1
In Navy, studied English	1
Number of students not taking further training in business schools	44 or 83%

banking, 1 to an office machines' school, 1 to a college of business administration, 1 studied secretarial training at a university, and 4 others took courses having no connection with business training. Therefore, 9 or 17 per cent received further training in secretarial work.

As Scituate High School does not have highly specialized courses in secretarial training and has little to offer in the way of office machines, students attending business college after graduation could well supplement their high school training.

3. What type of position is usually held by a graduate of the secretarial department.

Of great significance in this follow-up study is the type of position held by the majority of the students graduating from the secretarial department. This is necessary in order to learn the difficulties encountered by the graduates and thus improve the course of study.

TABLE 3

TYPE OF POSITION
HELD BY THE GRADUATES

Type of Position	
Secretary	17
Senior Clerk and Stenographer	1
Instructor (Insurance Policies)	1
Receptionist	3
Stenographer	3
Clerk	3
Bookkeeper	6
Chief Yeoman	1
Property and Supply Clerk	1
Payroll Clerk	1
Clerk, Cash Receipts	1
Policy Writer	1
Cashier	1
Telephone Operator	2
Typist	2
Machine Operator	1
Discount Teller	1
General Duties	
Charge of Clerical Staff and Distribution of Work	1
Personnel Administrator	3
Making Out Insurance Policies	1
General Office Work Including Dictation	22
General Office Work Not Including Dictation	2
Instructor, Raters of Insurance	1
Bookkeeping	7
Keeping Records on Ammunition	1
Typing, Ediphone, Stencils	1
Payroll	1
Typing Policies	1
Cash Register	1
Telephone Operator	2
Typing and Filing	2
Machines	1

Table No. 3 shows the type of positions held by the graduates. Seventeen or 37 per cent are secretaries; 6 or 13 per cent, bookkeepers; 3, or 7 per cent, receptionists; 3, or 7 per cent, stenographers; 3, or 7 per cent, clerks; 2, or 4 per cent, telephone operators; 2, or 4 per cent, typists; 1, or 2 per cent, chief yeoman; 1, or 2 per cent, property and supply clerk; 1, or 2 per cent, cash receipts clerk; 1, or 2 per cent, policy writer; 1, or 2 per cent, cashier; 1, or 2 per cent, machine operator; and 1, or 2 per cent, discount teller. Therefore, the greatest percentage are either secretaries, 37 per cent, or stenographers, 7 per cent. This would seem to indicate that the secretarial training received in high school was extremely important in the situations held. Also, in many of the other positions, a knowledge of shorthand was required. It is doubtful whether most of the positions could have been obtained or held without either the training received in the secretarial course or in the commercial course (with two years of bookkeeping and typewriting). Certainly the business training received in high school is used vocationally by all in these positions.

4. What difficulties were encountered which might have been covered more thoroughly in the school's training program.

One of the purposes of this follow-up study was to learn the difficulties encountered by the graduates of the secretarial course and to obtain up-to-the-minute information from experienced workers concerning the demands and requirements of

business in order to improve the course of study. Table No. 4 enumerates the difficulties reported. Out of the 46 graduates using their secretarial training, 32 or 70 per cent reported no difficulties encountered in their work. No one difficulty was reported more than three times, 5 difficulties reported twice, and 8 reported once. Seventeen different difficulties were reported.

TABLE 4

DIFFICULTIES
ENCOUNTERED BY GRADUATES

Setting-Up Filing System	1
Answering of Routine Correspondence without Dictation	1
Mimeographing	2
Lack of Confidence	2
Centering	2
Tabulation	3
Carbon Copies	2
Making-Out Bank Deposit Slips	2
Typing Numbers	1
Manuscript Typing	1
Hectograph	1
Legal Typing	2
Taking Dictation	1
Filing Geographically	1
Making -Out Insurance Policies	1
Typing Telegrams	1

This would indicate that the graduates were not having trouble with any particular phase of their work which could have been covered in their high school training. Of the difficulties encountered, the following could receive more emphasis in the typewriting classes: mimeographing, centering, tabulation, carbon copies, typing numbers, legal typing, and typing telegrams. Filing geographically and how to set up a filing system could receive more emphasis in the filing

course which is incorporated in the senior stenography and transcription class. Also in this class or in the typewriting classes, training could be given in the answering of routine correspondence without dictation. A lack of confidence was reported by two graduates. This can often be acquired by better training and in practical-work experience, such as working in the school office or in a part-time position. A hectograph is not available and it is doubtful whether it would be justifiable to spend much time in making out insurance policies other than the filling in of forms in the typewriting classes.

5. What commercial subjects are of most value to the graduate.

In order to improve the course of study of Scituate High School, it is necessary to know the business subjects of most value as judged by the graduates. Table No. 5 gives the subjects in order of their value to the graduate. As would be expected, shorthand and typewriting were mentioned the greatest number of times, for these subjects are basic for secretarial positions. Out of a total of 116, shorthand was mentioned 38 times or 33 per cent of the total replies; typewriting, 40 times or 34 per cent of the total replies; bookkeeping, 26 times or 22 per cent; filing, 6, or 5 per cent; economics, 2, or 2 per cent; and commercial law, salesmanship, economic geography and junior business training 1, or .9 per cent. English was also mentioned 4 times.

TABLE 5

COMMERCIAL SUBJECTS
IN ORDER OF THEIR VALUE

	First	Second	Third	Fourth	Fifth	Total
Shorthand	15	15	6	2		38
Typing	24	15	1			40
Bookkeeping	3	4	17	2		26
Filing		2	2	2		6
Commercial Law	1					1
Economics			1	1		2
Salesmanship	1					1
Economic Geography		1				1
Junior Business Training					1	1
English mentioned 4 times						

6. How many graduates of the secretarial department do any bookkeeping.

Another question to be answered by this follow-up study was how many graduates of the secretarial department use bookkeeping in their positions. For a number of years, one year of bookkeeping was offered in the secretarial course of Scituate High School. However, a second-year course was added and this is available to the secretarial-course student if desired. Few students taking two years of shorthand make use of this opportunity. Table No. 6 shows the number using bookkeeping and the number not using it. Twenty-six or 58 per cent do use bookkeeping, while 19, or 42 per cent do not use it.

However, in the comments on the returned questionnaires, many students expressed a desire for an opportunity to take more bookkeeping and others commented that every secretarial graduate should take some bookkeeping. It would therefore seem that the present policy of requiring one year for secretarial students with the opportunity for taking it two years was adequate.

TABLE 6

NUMBER
USING BOOKKEEPING

Yes	26	58%
No	19	42%

7. What office machines are used by the graduates in order to find out if an office practice course is desirable for Scituate High School

One of the purposes of this follow-up report was to ascertain whether an office practice course would be justifiable and desirable for Scituate High School. Therefore, it is necessary to learn the types of machines used by the graduates.

From Table No. 7 it will be seen that all types of typewriters are used, the greatest number being Royals with 20 per cent; Remingtons second with 13 per cent; then Underwoods with 10 per cent; Remington Noiseless, 2; L. C. Smith, 4; Woodstock, 1; Electromatic, 4; and I. B. M., 2. Therefore, Royals, Remingtons, and Underwoods are used in the majority of cases.

TABLE 7

MACHINES USED
BY THE GRADUATES
OF SCITUATE HIGH SCHOOL

Typewriters		Miscellaneous	
Remington Noiseless	2	Checkwriter	1
Royal	20	Addressograph	1
Underwood	10	Switchboard	2
Remington	13	Graphotype	1
L. C. Smith	4	Photo Copy	1
Woodstock	1	Teletype	1
Electromatic	4	I. B. M. Key Punch and	
I. B. M.	2	Tabulator	1
Calculators		Adding Machines	
Monroe	6	R. C. Allen	2
General	2	General	6
Marchant	6	Burroughs	18
Burroughs	2	Remington	1
		Wales	1
		Sundstrand	2
Duplicating		Dictating Machines	
Mimeograph	8	Ediphone	11
Ditto	2	Dictaphone	3
Multigraph	2		
Bookkeeping Machines			
Burroughs	2		

Thirty of the graduates use adding machines, Burroughs being used the most with 18, and R. C. Allen, Remington, Wales, and Sundstrand being used somewhat. The Ediphone was used by 11 while the Dictaphone by 3. Only two reported using the Burroughs bookkeeping machine. Sixteen used calculators, 6 using Marchant, 6 Monroe, and 2 the Burroughs. The mimeograph was reported by 8 with the Ditto and Multigraph reported by 2. Other machines reported by one graduate were check writer, addressograph, switchboard, graphotype, protectograph, photo copy, teletype, cash register, and IBM Key Punch Machine.

TABLE 8

MOST FREQUENTLY PERFORMED DUTIES
OF THE GRADUATES OF SCITUATE HIGH SCHOOL

	1	2	3	4	5	6	7	8	Total
Taking Dictation and Transcribing	21	3	1	3	2	1			31
Filing	3	10	8	5	6		1		33
Scheduling Appointments		1	5	3	5	6	1	1	22
Answering Telephone	5	8	13	6		1			33
Reading and Sorting Mail	1	4	9	5	2	1			22
Making long-distance telephone calls		2	1	2	4	2	6		17
Operating Adding Machine	1	2		1	1	1			6
Operating Calculating Machine	1	2		1	1	1			6
Bookkeeping and Keeping Records	6	1		1	1				9
Typing	4	2							6
Cashier	2								2
Legal Documents			1						1
Making out Bank Deposit Slips			1						1
Bookkeeping Machine	1								1
Telephone Operator	2								2
Ediphone Operator		1							1
General Supervisory Duties	1								1

8. What are the most frequently performed duties of the graduate of the secretarial department.

In order to improve the course of study of Scituate High School, it was necessary to ascertain the most often performed duties of the graduate of the secretarial department. Table No. 8 shows the most frequently performed duties in the order of their importance. Answering the telephone and filing were given 33 times with taking dictation and transcribing reported 31 times; operating the adding machine was reported 23 times and making appointments and reading and sorting mail was given 22 times. Seventeen reported making long-distance telephone calls, 9, bookkeeping and keeping records; 6, operating calculating machines, and 6, typewriting, 2, cash registers, 2, telephone operators, and legal documents, making out bank deposit slips, operating bookkeeping machine and using the Ediphone, and general supervisory duties, 1.

Practically all of these duties are either covered in the stenography and transcription class or in the bookkeeping class with the exception of those involving equipment which the department does not have. All of these could be covered more thoroughly in an office practice course.

9. What changes in the choice of high school subjects would the students make if they had the opportunity to take such school work again.

The following answers were given to the question, "What changes in your choice of high school subjects would you make if you had the opportunity to take such school work again."

1. More math--more English and spelling, more use in office machines.
2. I would have taken a general course, including French and math.
3. More of a practical knowledge of bookkeeping, spelling.
4. More bookkeeping. A course in psychology would be very helpful.
5. I would take more mathematics.
6. More bookkeeping.
7. I would have taken another year of bookkeeping instead of French, and more math if I could.
8. I would take the course to be a graduate nurse.
9. Straight secretarial course.
10. More business training.
11. Psychology.
12. I would take another year of bookkeeping.
13. Might have taken more math.
14. More bookkeeping--study income tax work.
15. I am satisfied with the subjects that I did take--I would have preferred a longer bookkeeping and typing course, but I believe this has been changed since 1940.
16. I would take more academic work first two years and concentrate on business work the last two--unless I could afford business school.
17. Eliminate commercial subjects as required and use them as electives junior and senior years.
18. Take more math and science. All the commercial art possible if offered at the school.
19. I would take the college course.
20. More languages and more years of typing.
21. I would take the college course.
22. More bookkeeping.
23. Three years of typing and shorthand, instead of two.

TABLE 9

CHANGES IN THE CHOICE
OF HIGH SCHOOL SUBJECTS
GRADUATES WOULD HAVE MADE

Subject	Number
Bookkeeping	8
Mathematics	5
Spelling	2
Psychology	2
Science	1
English	1
Office machines	1
Commercial Art	1

10. What other commercial or allied subjects would have helped the graduates in their careers if they had taken them in high school.

The following answers were given to the question, "Are there any other commercial or allied subjects that would have helped you in your career if you had taken them in high school."

1. Possibly use of all kinds of office machines.
2. Commercial students should have some means of tying in English and grammar.
3. A thorough course in the use and operation of the principal office machines.
4. I did take algebra which I have used. Otherwise, no.
5. As I have said, I think more academic work for background --perhaps you know I took domestic science my first two years which has not helped my work in any way.
6. I think a course in office etiquette and switchboard training is most essential to all secretaries.
7. Current events.
8. Ediphone.
9. Again mathematics.
10. I should have taken second year bookkeeping.
11. Ediphone, Comptometer.
12. Bookkeeping and Commercial Law.
13. I can't think of any unless it were possible to take all shorthand, typing, and English without any other subjects such as in secretarial school.
14. Bookkeeping, although I have learned some myself.
15. English and spelling.

TABLE 10

SUBJECTS
WHICH WOULD HAVE HELPED
GRADUATES IN THEIR CAREERS

Subject	Number
Office machines	4
Bookkeeping	3
English	2
Spelling	2
Mathematics	2
Office etiquette	1
Ediphone	2
Comptometer	1
Commercial Law	1
Current Events	1
Academic work for background	1

11. What is the usual beginning salary of the graduate of the secretarial department.

12. What is the present salary of the graduate of the secretarial department.

TABLE 11

BEGINNING SALARIES
AND PRESENT SALARIES

Class	Av. Length of Employment	Av. Length of Employment in Former Position	Beginning Salary Average	Present Salary Average
1937	4 years	2 years	$15.75	$34.54
1938	4 1/4	1 1/2	12.33	43.34
1939	3 1/2	2	17.25	37.17
1940	4	2	16.20	62.00
1941	3	2 1/2	24.00	48.36
1942	2	1	25.32	30.57
1943	2	2	17.00	31.20
1944	2 1/3	1 1/2	16.83	28.50
1945	1 2/5	1/2	15.33	27.34
1946	1/2	1/2	28.00	28.00

It is of interest in a study of this kind to note the salary trends for guidance purposes.

According to Table No. 11 beginning salaries ranged from $12.33 to $28 per week. However, it is difficult to compare initial salaries over a period of 10 years because of the great change in economic conditions during the war affecting salaries. The present salary range was from $27.34 to $62.

Table No. 11 also gives the average length of employment according to classes. No one graduate has held a position for more than 4½ years, while some of the graduates of the Class of 1946 had held positions for less than one year. Many of the graduates had held two positions.

13. How many graduates obtain positions in Scituate.

An examination of the location of the firms that employ Scituate High School graduates of the secretarial department seems essential in order to appraise the secretarial education in Scituate High School. One of the questions which this study endeavors to answer is how many graduates obtain positions in Scituate and also in what other towns do graduates obtain employment. Table No. 12 shows the location of the businesses employing Scituate High School graduates.

TABLE 12

PLACE
OF EMPLOYMENT

City	Number
Scituate	16
Boston	19
Cohasset	1
Hingham	5
Washington, D. C.	1
New Bedford	2
Hartford, Conn.	1
U. S. Navy	1
New York	1
South Weymouth	1
Quincy	1

The number finding employment in Scituate and the number finding employment in Boston is very similar with 33 per cent working in Scituate and 39 per cent in Boston. The percentage finding employment in Scituate would be much larger if there were more opportunities in the graduates' local town.

13. Types of businesses which offer employment to graduates of the secretarial department of Scituate High School.

It would seem significant to note the types of businesses which offer employment to graduates in appraising the value of secretarial education in the high school of Scituate, Massachusetts. This is necessary in order to make suggestions for its improvement. Is there any one particular field in business which seems to offer greater opportunities for employment to the graduates? Does any one type of business predominate? Do the graduates find employment in the small office where general secretarial work is done by a few or are they employed in the larger office where the work is specialized? The answers to these questions are essential to an understanding of how well the secretarial department is functioning.

A study of Table No. 13 shows that the graduates obtain positions in many different fields of work and no particular one predominates. This is probably true because many of the graduates seek employment in Metropolitan Boston and in the surrounding towns as well as Scituate. There is no one large industry in or near Scituate to attract the graduates.

TABLE 13

TYPE OF OFFICES
EMPLOYING SCITUATE
HIGH SCHOOL GRADUATES

Type of Office	No.	Percent
Public Service	9	21
Retail Selling	6	14
Manufacturing	5	12
Insurance	4	10
Government	4	10
School Offices	3	7
Co-operative Bank	3	7
Publication	2	5
Banking	2	5
Legal	1	2
Accountancy	1	2
Building	1	2
Garage	1	2

Also the size of the employing firms should be considered in this study. Small organizations offer different work problems than do larger firms. For example, a graduate employed as a stenographer in a large firm may only do transcription, while a graduate similarly employed in a small business may do general office work. Therefore, courses, the content of the courses, and points of emphasis are affected by the size of the companies providing work opportunities for the majority of Scituate High School graduates. However, there does not seem to be any marked tendency for the graduates to seek employment in either large or small concerns. Many find employment in the smaller offices either in Scituate or in the surrounding towns. On the other hand, others find employment

in Boston in the larger offices. However, there is a slight trend toward the small office, probably due to the fact that the offices in and around Scituate are of this type.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

The major problem of this study was to appraise the value of secretarial education in the high school of Scituate, Massachusetts and to make suggestions for its improvement. On the basis of the findings in the preceding pages, it is possible to state with a fair degree of accuracy how far and how completely the secretarial program is effective. The study shows whether the secretarial training has been given in such a way that the graduates have been able to make themselves vocationally useful. The tables in Chapter IV show that the graduates have been and are utilizing their secretarial training. This leads to the conclusion that definite worthwhile teaching has been done in such a way that the graduates are prepared and do use their training in positions upon graduation.

Number of students using secretarial training upon graduation:

According to the returned questionnaires, many graduates, 53 or 89 per cent, either have or are using their secretarial training. This would seem to justify the study of shorthand and typewriting in high school from a vocational point of view, for the graduates were able to find and retain positions upon graduation. However, it should be pointed out that probably many of the students not returning the questionnaire do not use the secretarial training received in high school.

This probably was one reason for not returning the questionnaire. In fact, some of the graduates interviewed, gave this reason for not returning the blank.

Number of students continuing their business training upon graduation:

Nine or seventeen per cent of the students returning the questionnaire received further secretarial training in business college or some other school. Probably the financial standing of the graduates had much to do in determining whether or not the graduates went on to institutions of higher learning. Many of the graduates from other courses at Scituate High School go on to college. Graduates of the secretarial course could well supplement their training received at high school, for an office machine course is not open to them, and it is recommended that they continue their secretarial training with a short course in office machines.

Type of position usually held:

Twenty-one or forty-six per cent of the graduates hold positions as either secretaries or stenographers and practically all replying indicated that they used their secretarial training to some degree. This would lead to the conclusion that the business training received in high school is used vocationally by most of the graduates of this department.

Difficulties encountered:

One of the main purposes in conducting this follow-up study was to determine the difficulties encountered which

might have been covered more thoroughly in the school's training program. Therefore, the answers to the question, "When you first started your work, did you meet any difficulties which might have been covered in your school training," was considered very important. It was gratifying to note that 70 per cent reported no difficulties encountered, and many of the students expressed their appreciation of the training received in high school. The following is a quotation from one of the letters which accompanied the questionnaire:

> I have always felt that I received a better education, relative to the commercial subjects particularly, than other girls I have come in contact with in this part of the State. I do think that the graduates, with business training, nowadays are not apt to be as conscientious about their work as they should be. They have a tendency to be careless in small details and they also put speed ahead of accuracy. Too much speed is of no use in an office if there are to be many errors in the end. In reality it involves a waste of time. I know in school we were taught not to make any errors if possible but I think more emphasis should be put on how to correct errors neatly and cleanly and so that they do not show if possible. Errors will be made in an office and the whole paper cannot always be retyped as there is not enough time.

None of the difficulties given were reported by more than three and most of them were reported only once. Seventeen different difficulties were listed altogether. All that were enumerated had been taken up either in the typewriting or stenography classes with the exception of the use of the hectograph. Mimeographing, centering, tabulation, carbon copies, typing numbers, legal typing, and typing telegrams could be given more emphasis in the typewriting classes; filing geographically and

how to set up a filing system could receive more emphasis in the filing course incorporated in the senior stenography and transcription class. Also some training in the answering of routine correspondence without dictation might be given in one of the classes. However, all of these could be covered more completely in an office practice course, thus supplementing the training already received in the typewriting and stenography and transcription classroom. This would leave more time in the stenography and transcription course for the study of shorthand and the transcription of letters and articles. A lack of confidence can often be overcome by better training. Also the practical work experience received by helping in the school office should do much to develop confidence. Work in a part-time position or in the cooperative-training program would do much to "bridge the gap" between school and business.

Business subjects of most value:

If the business course of study of Scituate High School is to be improved or changed, it is necessary to know, as one of the determining factors, the business subjects which the graduates consider to be of most value to them. Shorthand and typewriting were mentioned the greatest number of times, for these subjects are basic for secretarial positions, and the questionnaires were sent only to those students having had two years of stenography. Bookkeeping was mentioned next for some knowledge of this subject is of value and desirable in a secretarial position. The other business subjects mentioned as being of

value, in the order of their frequency, were filing, economics, commercial law, salesmanship, economic geography, and junior business training.

Number of students using bookkeeping:

At the present time, two years of bookkeeping are offered at Scituate High School. One year of bookkeeping is required, an additional year is elective by the student in the secretarial course. Many graduates expressed a desire for more bookkeeping, but this request was made from those who had graduated before the second year of bookkeeping was added. Few students in the secretarial department now take more than one year of bookkeeping. One year of bookkeeping would seem to be sufficient for a secretarial position. However, some of the graduates commented that every secretarial graduate should take some bookkeeping. This seems to indicate that the requirement of one year of bookkeeping for secretarial students with the opportunity for taking two years was adequate.

What office machines are used by the graduate:

For a long time, the question has arisen concerning the number of office machines it would be practical and justifiable for a small school such as Scituate High School to have in its business department. One of the purposes of this survey was to determine whether an office practice course with machine training would be desirable and justifiable for our high school. At the present time, the department is equipped with

only an antiquated Burroughs adding machine, a liquid duplicator (in the school office) and a mimeograph besides twenty-six typewriters.

The following makes of typewriters were reported used: Royals, 20; Remingtons, 13; Underwoods, 10; Remington Noiseless, 2; L. C. Smith, 4; Woodstock, 1; Electromatic, 4. Therefore, Royals, Remingtons, and Underwoods are used in the majority of cases. Scituate High School gives training on only Royals and Underwoods. A recommendation is made later in this chapter concerning this situation.

Many of the graduates used adding machines and calculators. Also the Ediphone and Dictaphone were used by a large number. The only other business machine reported by any number was the mimeograph, and training is given on this duplicator. A recommendation is made later in this chapter concerning business machines.

Most frequently performed duties:

If the most frequently performed duties of the graduate of the secretarial department are determined, then it is possible and desirable to give training in school along these lines. The foremost duty reported was answering the telephone. Instruction in this activity should be given to students in the secretarial department. The Gregg Secretarial Training Records, one record of which takes up the secretary at the telephone, will facilitate instruction along this line.

Taking dictation and transcribing came next, and this, of course, is covered in the stenography and transcription course. No student reported any difficulty in taking and transcribing dictation. This would seem to indicate that the stenography and transcription course is adequate in length and content.

Nine graduates listed bookkeeping and keeping records as their most frequently performed duties, but no student expressed difficulty in this field although some mentioned a desire for further training.

Operating a calculating machine was reported six times, again bearing out the fact that it would be justifiable to have at least one calculator in the secretarial department. The same would also be true of a voice-writing machine. One graduate reported operating a bookkeeping machine. However, it is doubtful whether it be justifiable because of the expense to purchase a bookkeeping machine for the department inasmuch as the amount expended for such a machine might well be spent for other more essential equipment. The other most frequently performed duties, such as typewriting and making out bank deposit slips, are covered in either the bookkeeping or shorthand classes.

Changes in the choice of high school subjects which students would have made:

The comments which were given in answer to the question, "What changes in the choice of high school subjects would you make if you had the opportunity to take such school work

again," did not seem to indicate any particular dissatisfaction with the subjects studied while in high school. Additional training in bookkeeping was mentioned the greatest number of times with mathematics coming second. Other subjects mentioned as being desirable were spelling, psychology, office machines, English, science and commercial art. However, some of the students not using their secretarial training at present made statements which would seem to show that more guidance was necessary in the selection of business subjects. The following are some of the comments which would indicate this point of view:

1. I would have taken a general course including French and math.
2. I would take the college course.
3. More languages.

Other commercial or allied subjects which would have helped in the graduates' career:

A course in office machines including voice-writing machines and calculators is strongly indicated as being desirable by the replies to the question, "Are there any other commercial or allied subjects that would have helped you in your career if you had taken them in high school." Mathematics and bookkeeping were again mentioned as was English.

Beginning and present salaries of the graduates:

It is impossible to compare the salary of beginners over a period of ten years, because of the war conditions and the accompanying increase in salaries. The beginning salaries

ranged from $12.33 to $28 per week. At the present time they would be nearer $28 than $12.33. The present salary range was from $27.34 to $62. This would seem to be a wide range, but it is explained by the positions of differing responsibility held by the graduate.

Many of the graduates had held two positions. This could also be explained by the general economic conditions due to the war.

Place of employment:

Where the graduate seeks employment is of great interest in a study of this kind. About half of the graduates find employment in Scituate and the other half in Boston with a very few securing positions in neighboring towns. Scituate absorbs all the graduates which it can, but, because of its limited size, there are few positions available of this type. Scituate is a suburban town and many residents find employment in Boston which is within commuting distance. The train service to Boston for commuters is adequate, thus making this city more accessible than other neighboring cities. There are no large industries in Scituate which can absorb the product of the secretarial department, and, therefore, many of the graduates seek positions elsewhere.

Types of concerns offering employment to graduates of the secretarial department:

As there is no large industry in or near Scituate to offer employment to the secretarial department graduate, positions

are obtained in many different fields of work in both Scituate and Boston and a few in the surrounding towns. Also the graduates find employment in both large and small concerns. However, there seems to be a slight tendency to find employment in the small offices. This is probably due to the fact the offices in and around Scituate are of this type. It would therefore seem wise to continue to give as broad a secretarial training as possible rather than specialized training in one particular field.

Comments received in letters:

Many former students wrote letters when returning the questionnaire giving favorable comments on the follow-up study. Excerpts from these letters are given below. Inasmuch as these are important but difficult to classify, they are stated as follows:

> As you know in the Bank you are in contact with a great many people. Well, I found it difficult to know what to say to them, how to act and also because of not personnally knowing most of the people I felt awkward when speaking to them or explaining something to them.
>
> Also if there were many people in the office I was aware of them and could do very little work.
>
> As far as setting-up business letters, legal typing, etc. I found that a system had already been established and they wished it done the same way. This was true in filing and especially in the bookkeeping as most of the bookkeeping at the Bank was all new to me.

There is always an opening for typists, and stenographers are specialists in the Army. Even a file clerk is in demand.

Actually I have welcomed the opportunity of expressing my appreciation for the quality of training we received in the commercial subjects, for my two years' training in the commercial course there has enabled me to compete with graduates of most of the business colleges of Greater Boston.

If it were practical or workable, it may be that a few hours of the senior course could be devoted profitably to discussion of the practical aspect of office functions and procedures, specifically, for instance, in use of telephone. An understanding of switchboard operation is definitely a help, and knowing how to cope with irate customers and unreasonable people within an organization without jeopardizing one's position might be beneficial discussion material.

A practical knowledge of postal regulations too is also most worthwhile.

To summarize my ramblings--it has been my experience and observation that accuracy and quality of work is more important--and renumerative--than speed, which usually automatically comes with a little experience. And a girl who knows some of the functions and requirements of general office work has less to learn the "hard way" and can command a better salary and position.

.....the following are a few items listed in order of their importance, namely:

1. Stress should be placed on correct business letters; letters of application; how to apply for a job, where to go, how to go, who to ask, etc. This angle, of course, goes hand in hand with good English, grammar, and a good vocabulary.

2. This is also an era of business machines. Without a complete orientation in the use and function of the principal business machines, an applicant will often lose priority for a job on that basis alone. There are many opportunities today to gain

a foothold into the business life by knowing how to operate or to be familiar with the operation of all types of office machines.

3. I mentioned before the importance of different aptitude tests to be given to pupils as early as Junior High School. This will let a pupil know, besides the faculty and the parents, just where his or her abilities, lie. It would then act as an inspiration and guide for choosing the right course and subjects and adhering to them. This, without a doubt, would eventually lead to a satisfactory curriculum designed for all, especially in the business courses.

4. I think the goal, or inspiration, for most students, especially the boys in the commercial classes, who for divers reasons, cannot go on to college would benefit greatly from a course in the operation and management of a small business. ....

5. Lastly, many things are taught in school which do not have a practical significance to the student. As each new phase of a business problem is brought before the class, it should be instilled in their memories by either a personal experience story, or by actually doing so in class, i.e. applying for a job.

Recommendations:

1. An office practice course should be added to the secretarial curriculum at Scituate High School including instruction in the operation of a voice-writing machine and a calculator.

As a result of the information received from the graduates of the secretarial department of Scituate High School, it is strongly recommended that an office practice course be added to the curriculum of the secretarial department. This should include training in office machines. Again and again in the questionnaires and in their letters, graduates indicated their need for more training on office machines, including adding, voice-writing, and calculators. This training

could be received in an office practice class.

It is recommended that a calculator and either an Ediphone or Dictaphone plus different makes of typewriters be purchased for the department. The voice-writing machines are being used more and more in business offices. Many of the graduates are using them without any formal training. However, many of these graduates state that to be proficient in their initial positions, formal training is necessary, and it should be provided for them in the public schools.

At the present time, there is only one typewriting room containing fifteen Royal typewriters and eight Underwood typewriters with one machine having elite type. Other makes of typewriters have not been added as this would make the task of teaching beginning typewriting more difficult. It is therefore recommended that one make of machine be used in the typewriting room and all the makes of machines be purchased and used in the office practice room where they will be available for advanced students. This will necessitate the use of another room for the secretarial department.

Besides covering office machines and office procedures, the office practice course should give additional training in advanced typewriting problems. All the difficulties mentioned by the graduates--mimeographing, centering, tabulation, carbon copies, typing numbers, legal typing, and typing telegrams--would be covered again and supplement the training received in the stenography and typewriting classes. The filing course

should be incorporated in the office practice course, thus allowing more time for dictation and transcription.

2. Scituate High School should provide a guidance counselor.

Much interest is being shown in guidance at the present time. In order that business education function efficiently, provision should be made for trained guidance workers to assist individual pupils with their problems.

Many educators believe that one of the most important functions to be performed by any educational group today is that of guidance. Each individual has to deal with many difficult problems due to the complexity of modern life; and each year the number of specialized types of work increases, and with each increase, the problem of making a wise selection is made more difficult. Therefore, it is important that each student receive helpful and reliable information, and each school must assume the responsibility for guiding its students.

School administrators should be made to realize that only the better students should be permitted to study in the secretarial field inasmuch as stenography requires the highest type of personal, mental, and manual qualities. Too many students take the secretarial course in high school who can never acquire a skill sufficiently high to meet present-day job requirements. Even if this requirement is met, many times the student does not have the personality or the ability to apply it in a secretarial position.

According to Nichols:[1]

> Unless one has a flair for English, can spell, has language sense, is mentally alert, is physically active, is nervously stable, has a retentive memory, is willing to work hard, possesses reasonably good personality, and is a loyal worker she is not likely to do well as a stenographer, even though she might like shorthand and be able to learn and write it.

While most of the graduates returning the questionnaire are or have used their secretarial training, a few expressed a desire for having taken another course while in high school. Probably many others not returning the questionnaire would have done so. Also, if the survey had included the entire class instead of one department, it is likely that many students would have expressed a desire that they had had secretarial training while in high school.

In connection with guidance, it is recommended that more boys be urged to take the secretarial course. At the present time, very few avail themselves of the opportunity. The fact that more boys took shorthand before the war than during or since probably can be explained by the emphasis put on science and mathematics during this period.

All the boys returning the questionnaire reported either that they had used or were now using their secretarial training. For example, one is a Chief Yeoman in the Navy; another used his training while in the Navy and is now working

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[1] Nichols, Frederick C. "Some Observations on Vocational Guidance in Commercial Education." Guidance in Business Education. Ninth Year Book, Eastern Commercial Teachers Association. c1936. 22 p.

part-time while going to college and taking the business administration course; and a third is using his training in the army.

3. The Cooperative-Training Program should be re-established as soon as conditions permit.

A cooperative-training program gives the student an idea of what the business man expects of a beginning employee, helps the students to secure positions after graduation, permits the students to use the names of business men for whom they have worked as references, and helps the department to know what the business man wants and expects of his employees.

This program is a little difficult to carry out, as there are so few offices in Scituate. However, in the past this has been done, and many of the students found permanent employment. This training gives the student who has mastered the fundamental mechanics of a subject the self-confidence which is also necessary in securing and holding a position.

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